



# Developing English Language Proficiency

## Why go this route?

English Language Learners (ELLs) need to develop their English language skills to be successful in general education classrooms where English is the medium of instruction. By understanding the *Michigan English Language Proficiency Standards for K-12 Schools*, you are able to:

- Evaluate the levels of English language proficiency of the ELL students in your school
- Provide an ESL curriculum based on standards and benchmarks that create learning opportunities purposefully designed for the systematic acquisition of English skills
- Provide effective instruction and meaningful inclusion of English Language Learners in general education classrooms
- Understand how the student's home language(s) and culture contribute to English language learning
- Meet legal obligations to provide equity of access to all curricular and extracurricular offerings for ELLs
- Show that students make progress in English and other content areas

## You'll know you've arrived when...

- Students demonstrate progress in developing accurate listening, speaking, reading and writing skills in English;
- Students are able to participate meaningfully in social situations and academic classes;
- Students are able to learn challenging content throughout the curriculum;
- Highly qualified teachers provide English language instruction;
- ESL curriculum, instruction and assessment reflect the English Language Proficiency Standards and Benchmarks; and
- Staff differentiate instruction for the five (5) levels of English language proficiency.

## Construction Zone

- This packet is designed to help district and building personnel begin the process of supporting English Language Learners to learn English, achieve academically in content area classes, and participate successfully in a school community that is respectful of cultural and linguistic diversity.
- This module highlights that ESL and Bilingual staff are responsible for English language instruction for ELLs.
- The activities in this packet serve as the foundation for an ESL curriculum and ongoing professional development.
- Reference "Supporting ELLs in the Content Areas" for information on levels of language proficiency.
- This process is best facilitated by an ESL/Bilingual consultant or district knowledgeable personnel.



### It's about TIME

- Staff meetings or in-service days
- 5-6 hours



### Potential COSTS

- Copying of *Michigan English Language Proficiency Standards for K-12 Schools*
- Copying of activity sheets
- Potential cost for consultant



## The Process

A step-by-step guide  
to organize opportunities to  
support ELLs developing  
English language proficiency.

**NOTE:** Steps marked with a   
are accompanied by one or more  
inserts, included in this packet.

### 1 Overview of Michigan English Language Proficiency Standards for Pre~K-12 Schools

Download the *Michigan English Language Proficiency Standards* document from [www.michigan.gov/mde/0,1607,7-140-28753-47323--,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753-47323--,00.html)

Review INSERT A for Step 1 *Glossary of Terms and Definitions Used in ESL/Bilingual Education* to establish a common language for terms used in ESL/Bilingual Education.

Read and discuss the Introduction, Context, and General Principles of Second Language Acquisition sections in the *Michigan English Language Proficiency Standards* (pp.3-5).

Use INSERT B for Step 1 (Venn Diagram) to discuss English Language Acquisition.

### 2 Describing the English Language Learners in Your School

What do you know about your ELLs?

Ask group to brainstorm the characteristics of the ELLs in your school. Discuss why having this information helps us meet student needs.

Use INSERT for Step 2 to expand discussion.

### 3 Determining English Language Proficiency

Read *Michigan English Language Proficiency Standards* (pp.8-10). Use INSERT for Step 3 *English Language Proficiency Level Checklist* to frame the discussion. Working in pairs, select an ELL student in your classroom; discuss the English language proficiency of the ELL using the ELP checklist; determine the ELP level for the student; and discuss 1) How do you know the student's level of English language proficiency; 2) How do the different levels of English proficiency inform your instruction; and 3) How do the different levels of English proficiency inform the design of your ESL program?

### 4 Design of the ELP Standards and Benchmarks

Read *Michigan English Language Proficiency Standards* (pp. 6-7). Notice that the *Michigan English Language Proficiency Standards* are divided into four (4) domains of Listening, Speaking, Reading and Writing as well as Grade Level Clusters Grades K-2, 3-5, 6-8, 9-12. Note the coding of the Standards and Benchmarks explained on p. 6 and used throughout the document.

Discuss how your ESL program incorporates effective instruction in each domain for each grade level cluster.

### 5 Getting to Know the ELP Standards and Benchmarks

In small groups, use INSERT A for Step 5 *Reflections: Listening*, INSERT B for Step 5 *Reflections: Speaking*, INSERT C for Step 5 *Reflections: Reading*, and INSERT D for Step 5 *Reflection: Writing* to explore classroom applications of the *Michigan English Language Proficiency Standards and Benchmarks*.



## Getting more mileage from developing English language proficiency

How getting more mileage from developing English language proficiency benefits your school in regard to the following initiatives:

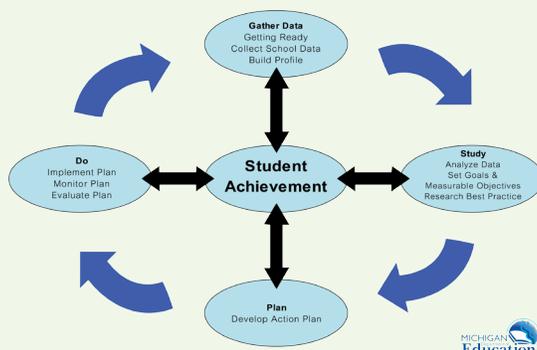
### Elementary and Secondary Education Act (ESEA)

- Title III of ESEA requires that schools ensure that children who come from homes where English is not the primary language (ELLs) are:
  - Assessed annually for English proficiency to determine if they are achieving adequate yearly progress in English Language acquisition;
  - Assessed in core content areas to determine if they are achieving adequate yearly progress in academic subjects; and
  - ELLs are one of the subpopulations for ESEA AYP on statewide assessments.

### State Accreditation System

- A major component of each school's report card is assessment data on student performance based on the state assessments.

### Michigan Continuous School Improvement Process (Mi-CSI) Michigan School Improvement Framework



Data relating to English Language Learners must be disaggregated and strategies must be included in all aspects of the continuous school improvement process.



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## Resources

### ***Books, Articles, Websites***

#### **Michigan English Language Proficiency Standards for K-12 Schools**

<http://www.michigan.gov/mde/0,1607,7-140-28753-47323--,00.html/>

#### **PreK-12 English Language Proficiency Standards**

TESOL, Alexandria, VA, 2006.

#### **Integrating the ESL Standards Into Classroom Practice: Grades 3-5**

TESOL, Alexandria, VA, 1997.

#### **Integrating the ESL Standards Into Classroom Practice: Grades 6-8**

TESOL, Alexandria, VA, 1997.

#### **Integrating the ESL Standards Into Classroom Practice: Grades 9-12**

TESOL, Alexandria, VA, 1997.

#### **Managing the Assessment Process: A Framework for Measuring the Attainment of the ESL Standards**

TESOL, Alexandria, VA.

#### **Scenarios for ESL Standards-Based Assessment**

TESOL, Alexandria, VA.

### ***People***

Intermediate School Districts/RESAs can serve as a resource.

#### **For more information, contact:**

Michigan Department of Education

Office of Education  
Improvement and Innovation  
517-241-3147

School Improvement Unit  
517-373-8480

Curriculum and Instruction Unit  
517-241-4285

Office of Assessment  
and Accountability  
517-373-0048

Office of Early Childhood  
and Family Services  
517-241-3592

Office of Field Services  
517-373-3921

Special Populations Unit  
517-373-6066

Office of Professional Preparation  
and Teacher Certification  
517-373-6505

Office of Special Education  
and Early Intervention Services  
517-373-9433

### ***Associations***

TESOL  
Teachers of English  
to Speakers of Other Languages  
<http://www.tesol.org/>

MITESOL  
Michigan Teachers of English to  
Speakers of Other Languages  
<http://www.mitesol.org/>

NABE  
National Association  
for Bilingual Education  
<http://www.nabe.org/>

MABE  
Michigan Association  
for Bilingual Education  
<http://www.mabemi.org/>

CAL  
Center for Applied Linguistics  
<http://www.cal.org/>

U.S. Department of Education, Office  
of English Language Acquisition  
(OELA)  
<http://www.ed.gov/oela/>

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